BURLINGTON
HOUSE SCHOOL

Behaviour Management Policy

Responsible person(s): Matt Jones (Pastoral lead AST) **Review Cycle:** Annual

Last review date: September 2026

New review date: September 2027

In all Burlington House School Tooting policies, the words "Burlington House School, Tooting" refer to Burlington House School Tooting.

Burlington House School is owned and operated by **Cavendish Education.**

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Worknest
- Worknest (Health and Safety)

- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School, Tooting are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy is relevant to the following Independent School Standards, as inspected by the Independent Schools Inspectorate:

Standard 1: The quality of education provided

Standard 2: The Spiritual, Moral, Social and Cultural Development of Pupils

Standard 3: The Welfare, health and safety of pupils

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INTRODUCTION

It is of utmost importance that teachers use their micro-skills when managing behaviour in the classroom. Good behaviour management micro-skills enable teachers to reduce distraction and diffuse potential disruption before it occurs. We also recognise the importance of positive management strategies and fully encourage reward schemes that may be specific to subject areas or Form groups. It is advisable to involve a member of the SLT, SaLT and/or Counsellor when devising positive reward schemes in an attempt to maintain consistency. Burlington House School Tooting, uses a symbiotic system of rewards, teacher's own micro skills and a warning/sanction process in order to manage pupil behaviour. It is expected that all staff will use these strategies when tackling distracting or challenging behaviour.

Under no circumstances does Burlington House School use corporal punishment as a strategy to manage behaviour, nor is it threatened.

Clear guidance is given to staff on the circumstances in which 'physical intervention' is allowable (please see Physical Contact and Restraint Policy).

This policy does not exist in isolation and it may be useful to be read the following policies in conjunction with this policy:

- Safeguarding Policy
- Anti-Bullying Policy (inc. Online Safety)
- Exclusions Policy
- Physical Contact and Restraint Policy
- Online safety policy
- Mobile Phone Policy

The following non-statutory guidance issued by HM Government was consulted in the construction of the policy.

- *Behaviour in schools September* (last update 19th Feb 2024).

The following legislation issued by HM Government was consulted in the construction of this policy:

- Equality Act 2010

It is of particular note that all pupils that attend Burlington House School, Tooting will be recognised as having a recognised disability or other special educational need. It is clear that any action taken by the School to encourage or reward good behaviour, as well as any potential punitive action to discourage future unacceptable behaviour and apply appropriate consequences, does not conflict with our duty under the Equality Act 2010, and therefore does not discriminate in particular due to special educational need and/or disability.

PRINCIPLES and AIMS

This policy has been developed to promote and maintain a safe culture at Burlington House School, Tooting underpinned by the following 10 core principles:

1. **Ready, Respectful, Safe**
   Our core behaviours centre around these 3 words. Pupils are expected to be ready to learn and to listen (and know what to do if they are not ready), respectful of themselves, others and the school environment, and acting in a way that keeps themselves and others safe.
2. **Clear Expectations**
   Although the School does not have an exhaustive list of 'School Rules' we have a 'Code of Conduct' that was constructed in conjunction with the pupil body which will cover most aspects of acceptable behaviour.
3. **Clarity of Consequence**
   Staff ensure that any possible consequence is clear. We operate a tiered system and this is explained to pupils when they join the School. Reminders are given often and pupils are reminded of the next possible step if unacceptable behaviour is not modified. Pupils understand that certain behaviours may instigate an instant sanction.
4. **Consistency of Enforcement**
   Staff are asked to be consistent in encouraging good behaviour, issuing rewards and sanctions and with their expectations. Exceptions may be made in line with a pupil's specific profile, needs and in consideration of other related safeguarding and mental health issues. We are consistent in our dedication to a flexible approach, recognising that one size does not fit all.
5. **Restorative and Educational Practice**
   The School is clear that any unacceptable behaviour is dealt with in a manner that encourages the use of appropriate, restorative practices. Conversations with members of staff and other pupils at the School may ensue following said behaviour. We have, as an educational institution, and knowing the profiles and needs of the young people in our care, a duty and obligation to ensure that education is at the core of all we do - behaviour, rewards and sanctions are no exception and work is undertaken to ensure all those involved understand any relevant implications, as well as possible future consequences in the wider world.
6. **Proactive Intervention**
   Wherever possible it is our intention to redirect unacceptable behaviour, or any developing behaviour. This may include specific therapeutic interventions but may also be simply a request to 'move along' and change the space the pupil is occupying.
7. **Promotion of Good Behaviour**
   Good behaviour is modelled by staff , student speakers & helpers at events subject Ambassadors and the student Student Council and participation in houses.
   The whole school staff team and by the wider School body as a whole. Effort, attainment, attitude and positive behaviours are regularly rewarded at all levels. Success is regularly shared
   with parents and carers in the bi weekly newsletter emailed out, along with

certificates (Oscars given out at assemblies), individual emails home from teachers, and the accumulation and awarding of house points for each pupil.

8. **Promotion of Wellbeing**

   Underpinned by the care our pastoral system offers, spearheaded by the Form Tutors, pupil wellbeing is robustly supported by the Safeguarding Team, Therapy Team, Counsellors and PSHE or Skills for Learning curriculums. Sharing problems, worries and anxieties is a part of School culture and pupils have multiple avenues to share.

9. **Collaboration**

   The School operates a robust Pupil Voice programme, involving house members and the student Council. The School Council meets regularly and pupils are given the opportunity to present ideas to the Senior Leadership Team once per term. There are also feedback systems and suggestion boxes in operation. Feedback is also listened to from other stakeholders in the policy such as parents and staff members as well as, of course, from the pupils themselves.

10. **Monitoring and Evaluation**

    Data on pupil behaviour is collected and monitored for specific incidents and patterns of unacceptable behaviour. This can take both a proactive and reactive course, with brewing concerns being dealt with before escalation, and also by forward planning to ensure similar instances are less likely to occur in future. Those in charge of behaviour management at a Senior Leadership Team level will keep records - data is regularly shared with Governors.

To support these core principles the school has a Pastoral Lead who is an AST and a team of form tutors for each year group from year 7 to 11. Additionally there is whole school support via speech and language communication development, and specialist counselling and OT. There is also the additional support of the DSL who also is the Deputy Head. This ensures that pastoral support is at the forefront of school operations.

Whole-School Behaviour Support and Individualised Strategies

Burlington House School Tooting recognises that behaviour is a form of communication and that pupils may require different levels of support to develop emotional regulation, social understanding and positive behaviour.

Our whole-school approach combines consistent expectations with individualised support. All staff are expected to understand pupils' needs through their pupil passports and to use proactive, relational and restorative strategies.

Strategies may include:

- Consistent routines, clear instructions and visual reminders.
- Positive reinforcement, praise and recognition through the House system.
- Zones of Regulation and individual emotional regulation strategies.
- Movement breaks, sensory adjustments and access to appropriate supportive spaces.
- Adapted communication, learning tasks and environmental arrangements.
- Support from Form Tutors, Learning Support Assistants, the Pastoral Lead and Senior Leadership Team.
- Specialist input from Speech and Language Therapy, Occupational Therapy and Counselling.
- Individual behaviour targets and monitoring through the school's green, amber and red reporting system.

Where a pupil experiences persistent behavioural difficulties, the pastoral team will work with relevant staff to identify possible triggers, unmet needs and appropriate interventions.

Individual support arrangements will be reviewed and adjusted according to the pupil's progress, presentation and needs. The school will seek to reduce reliance on restrictive interventions through early identification, prevention, de-escalation and effective therapeutic and pastoral support.

All approaches will reflect the school's commitment to safeguarding, equality, dignity and the educational entitlement of every pupil.

REWARDS

Burlington House School, Tooting has a policy of recognising and celebrating a range of different kinds of achievement. Certificates are awarded and prizes given for both academic, sporting, creative, pastoral and leadership success and endeavour. Achievements are measured in relation to a child's individual needs and profile rather than comparatively with peers. Some of the ways we reward positive behaviour are listed below.

Prize Giving at Tooting : Our principal celebration of achievement takes place at Prize Giving which can include all staff, parents, governors, and invited guests. There are e.g. Curriculum Awards, Pastoral Awards, and Special Commendations such as recognising the service of the student council.Along with house cups.

***Weekly Tuesday Gathering* :** This provides an opportunity to recognise good performance. The top house point scorers are announced and the overall winners are mentioned in the Head's bi-weekly Letter. Tooting has an award system which is linked to the attainment of an oscar which is achieved after the accumulation of house points or a singular specific moment.

Positive reinforcement is fostered by the House system and will be regulated by the Pastoral Lead, an awards and house noticeboard will be situated in the main dining hall, so student achievement is prominent in school for students. Slides at the front reception will be regularly updated reinforcing positive images of students, and their contributions in school life will be centre stage in the newsletters.

***Positions of Responsibility (Tooting)*:** We provide opportunities for pupils who display exceptional performance, attitude and skills to model positive behaviours through positions of responsibility. These include School Council Representatives, and any Form/House/Sports subject ambassadors.

House Point System : Awarded in single numbers by staff to pupils. These are by categories such as ‘Work Ethic’, ‘Teamwork’. House points at BHST can be accumulated and used towards the purchase of rewards such as stationary and snacks. All house points gained by pupils are tabulated for the end term/year top house award. A collection system such as pupil rewards points or a manual system managed by teachers in school will be established in the first year of operation. Students have weekly time where they are based in houses to foster vertical relationships in the school, as a sense of house identity and community spirit.

In-Class Rewards Systems (Tooting): Individual teachers are encouraged to develop systems which they know will be effective in rewarding and encouraging positive behaviour of pupils in their lessons or form classes. These are usually discussed with senior staff and/or therapists before being implemented. A custom award has been designed known as an ‘Oscar’.

Displays : Good work is displayed around the school, in classrooms and showcased in the bi weekly Friday newsletter.

MANAGING PUPIL TRANSITION

Before joining Burlington House School Tooting, pupils undertake two guest days or more if they have completed their KS2 transition. We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage.

There are induction events when pupils transition between school sites. This is particularly supported by specialist staff. In KS3 pupils have Learning Support Assistants who can act as guides for pupils moving around the school. At Annual Reviews we discuss the transition from one year group to the next which is particularly relevant for exit points such as transition to KS3, KS4 as well as KS5. We have good communicative relationships with a number of sixth forms and pupils are encouraged to attend taster days and visit prospective new schools.

Relevant staff will also visit schools and liaise with the SENCO in order to ensure a smooth transition. Not only are pupils prepared for the academic transition of moving schools, but also the social side. Alumni on occasion will return to talk to current pupils about post 16.

Re-Induction Following Pupil Absence

Burlington House School Tooting recognises that returning to school following a prolonged absence, illness, suspension or period of difficulty may present additional challenges for pupils, particularly those with SEND.

A pupil's return will be supported through an individualised and proportionate approach, coordinated by the Form Tutor and pastoral team, with involvement from the SENCO, therapeutic staff and Senior Leadership Team where appropriate.

Support may include:

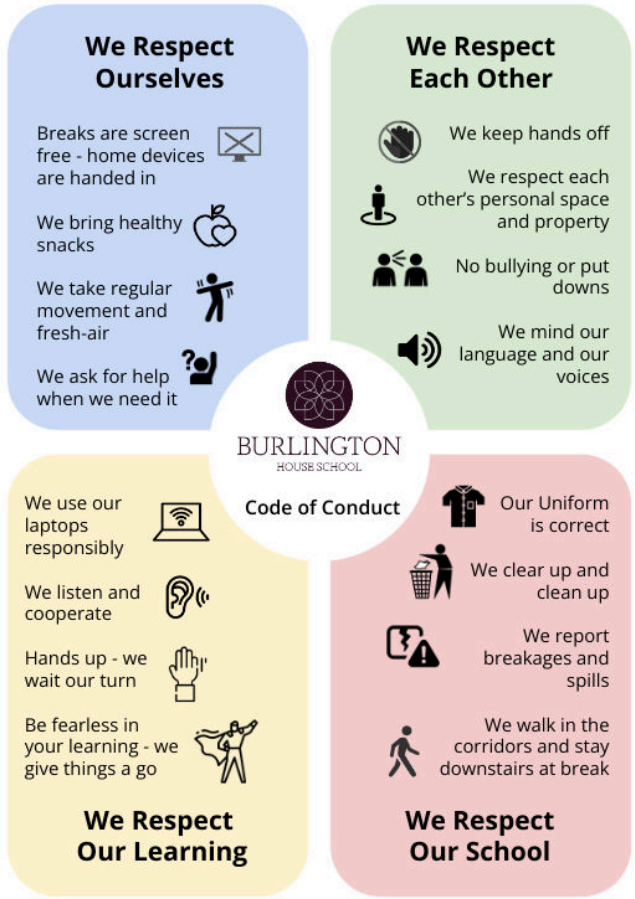
- A planned return-to-school meeting with the pupil and parents/carers.
- Reintroduction to school routines, expectations and the Code of Conduct.
- Identification of any changes in the pupil's emotional, social or learning needs.
- Review of the pupil passport, regulation strategies or individual support arrangements.
- Targeted pastoral or therapeutic support.
- Support with missed learning and reintegration into lessons.
- Regular check-ins to monitor wellbeing, attendance and engagement.

Where a phased or adapted return is considered necessary, arrangements will be individually assessed, documented, reviewed and agreed with relevant professionals and parents/carers, taking account of safeguarding responsibilities and the pupil's educational entitlement.

The aim is to restore the pupil's sense of belonging, confidence and readiness to learn while maintaining appropriate behavioural expectations.

CODE OF CONDUCT

Part of our pupil-facing language includes the use of the 3 key words: Ready, Respectful, Safe. Our Code of Conduct reflects this, developed out of consultation with the School Council and Staff. This plan sets out expectations for pupils and staff for all aspects of the school day including lessons, breaks, lunches, enrichment, clubs, arrivals and dismissals. This pupil facing plan, along with the zones of regulation are discussed and modelled in staff INSET. Staff are encouraged to be reflective on their practice and have access to training which can address improving pupil experience on an ongoing basis during the school year. The code of conduct is always a part of the induction process and whole school assemblies at the start of each academic year. This sets out school norms, routines and expectations. It is also used to support in-year admissions.



All we do is encompassed by the Code of Conduct, and as such we do not have an official list of 'School Rules'. Positive behaviour is encouraged by modelling, explicit teaching and restorative practices in line with the four sections above. This is also supported by zones of regulation which are displayed in classrooms. Staff are required to read the pupil passports for all students so they have a full understanding of their needs and can accommodate them and differentiate when teaching which supports behaviours overall in the classroom.

Other policies which support our Positive approach.

The school is mobile phone free for students who are required to hand in their phones upon arrival, and they are stored in reception until the end of the school day. This is specified and outlined in our separate BHST Mobile Phone Policy.

The school recognises that student behaviour is not just applicable to the physical environment of the school but must include online activity. For this reason we have a separate online safety policy covering online safety which identifies the types of behaviours the school seeks to prevent.

This is in keeping with latest Keeping children safe in education guidance

SANCTIONS

Guidance regarding the need to consider physical intervention force is specified in our separate physical intervention policy

Pupils require a safe, supportive and consistent classroom environment in which to learn effectively and enjoyably. The procedure outlined below exists to preserve the learning environment in the event of unexpected disruption. In the case of aggressive behaviour or fighting, refer to the serious incident procedure; any pupil involved in fighting or violent behaviour will immediately face suspension while a full investigation is carried out. A record of all sanctions, including any exclusions, will be kept so that behaviour patterns can be identified by the school.

Disruptive behaviour in the classroom (**Tooting**) or failure to comply with behaviour in line with the Code of Conduct will result in sanctions:

1. First warning - KS3 pupils will be spoken to about the behaviour and given strategies.
2. Second warning - KS3 pupils will be reminded to use strategies.
3. Break/Lunch Detention - KS3 pupils have restorative conversations. If behaviour is considered aggressive they will have a lunch time detention (supervised by a member of the pastoral team. Behaviour will be logged and parents will be informed.
4. Exit - A member of the pastoral team will be called to exit the pupil from the classroom. Parents will be informed. The Head will consider sanction/exclusion.

Disruptive behaviour in the classroom (**Tooting**) or failure to comply with behaviour in line with the Code of Conduct will result in sanctions for KS4 students.

1. First warning - pupils will be spoken to about the behaviour and given strategies.
2. Second warning - pupils will be reminded to use strategies. Break/Lunch Detention - pupils have restorative conversations. If behaviour is considered aggressive they will have a lunch time detention (supervised by a member of the pastoral team. Behaviour will be logged and parents will be informed.
3. Exit - A member of the pastoral team will be called to exit the pupil from the classroom. Parents will be informed. The Head/Deputy Head will consider sanction/exclusion.

Warnings may be given a visual indicator and are designed to give pupils chances to amend their own behaviour with the support of the class teacher. Warnings must be given in conjunction with strategies to enable pupils to do this, such as using the language of choice to enable pupils to make the right decision, move seats, alter/further differentiate tasks, briefly speak to the pupil privately, distract, praise, allow escorted time out and movement break if necessary.

At Tooting **Lunch Detentions** should be used if a pupil has not responded to either warning or for a single, more severe incident. They will take place during the lunchtime of the next school day, parents/carers will be informed and the detention will be logged. Detentions will be supervised by a relevant member of staff. An intermediate step of issuing a **Break Detention** may be issued and supervised by the issuing member of staff. These will likewise be recorded.

An **exit** is a serious step to be used if a pupil has not responded to the first three stages or for a single, very severe incident of poor behaviour. In these cases, it will likely result in a longer detention or other significant sanction. This step can also be used non-punitively for pupils who

are simply not coping. All exits will be logged and parents/carers informed. At BHST these behaviours will be discussed thoroughly by the Form Tutor, /Pastoral Lead/Deputy Headteacher and Therapist before a decision is made.

All pupils who are exited from a lesson at BHST should be brought/sent down to Reception by an LSA/Teacher, and sent to the Pastoral Lead or other SLT where appropriate. At Tooting pupils will be collected by the DSL, DDSL or a member of the pastoral team. The relevant staff member will then either complete a reflection exercise with the pupil, implement a sanction (in conjunction with the relevant members of staff) and arrange for a restorative conversation between the teacher issuing the exit and the pupil, or triage the immediate needs of the pupil and arrange support/therapy as needed. The pupil may or may not be returned to lessons. Students are placed on report if it is deemed this is the supportive process needed to provide further monitoring and tracking of the pupil. To promote privacy and maintain confidentiality such reports are completed digitally so the pupil is not carrying a physical report card. The reports are tiered into three levels : green, amber, and red. It is acknowledged that sanctions are applied contextually given that the school is a specialist setting. Sanctions are and should always be under review each year, and this policy sets out positive reinforcement firstly and underpins our relational approach.

Behaviour Curriculum: Expected Behaviours and Routines

At Burlington House School Tooting, positive behaviour is explicitly taught, modelled and reinforced throughout the school day. Our behaviour curriculum is underpinned by the three core expectations: **Ready, Respectful, Safe**.

We recognise that pupils may require additional support, repetition, visual prompts and individualised strategies to understand, develop and consistently demonstrate expected behaviours. Staff use a relational and restorative approach, taking account of each pupil's individual profile, communication needs and stage of development.

Pupils are supported to develop the following habits and routines:

- **Arrival and registration:** Arriving punctually, following established morning routines, handing in mobile phones and preparing for the school day.
- **Learning behaviours:** Arriving at lessons ready to learn, following instructions, listening respectfully, participating appropriately, using equipment responsibly and completing reasonable learning tasks.
- **Transitions:** Moving calmly and safely between lessons and activities, respecting personal space and responding to staff guidance.
- **Social interaction:** Using appropriate language, respecting differences, maintaining personal boundaries and resolving disagreements safely.
- **Breaktimes and lunchtimes:** Following supervision arrangements, using shared spaces appropriately, respecting others and seeking adult support when necessary.
- **Emotional regulation:** Recognising emotional responses, communicating when support is needed and using agreed regulation strategies, including movement breaks where appropriate.

- **End-of-day routines:** Following dismissal arrangements, collecting personal belongings and mobile phones, and leaving the school safely.

Expected behaviours are introduced during pupil induction and reinforced through form time, assemblies, classroom practice, the Code of Conduct and restorative conversations.

Where pupils experience difficulty meeting expectations, staff provide additional teaching, modelling and support rather than relying solely on sanctions. Individual strategies are informed by pupil passports, SEND needs and advice from pastoral and therapeutic staff.

The effectiveness of these approaches is reviewed through staff observations, pupil feedback and behaviour monitoring.

FIXED PERIOD EXCLUSIONS (INTERNAL and EXTERNAL)

Internal Exclusion: this exclusion takes place on site where the child is excluded from normal classes for a part of or a whole school day. Work is provided by the class teachers and completed in a separate room. A member of staff is always on hand to supervise and support. A revised timetable for the pupil may be implemented to best accommodate this exclusion. The student will be located in a space which would be a normal part of the school for the pupil, for example a classroom, or therapy based location, and would be supervised by a member of staff.

This process is managed separately to our Exclusions Policy (this policy does not apply in these instances), at the Head's discretion, in consultation with relevant Senior Leadership Team members.

Parents are informed as to the reason and length of internal exclusion, usually via telephone call, followed up by a formal letter or email. All internal exclusions are recorded.

External Exclusion: for more serious matters, outlined below, a child may be required to stay away from school for a fixed period. **This is further detailed in our separate Exclusions Policy.**

The school might make a fixed period exclusion because:

- the child has seriously broken school rules for example has been violent, brought into school or used illegal substances
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Some other points to bear in mind:

- only the, Headteacher or Deputy as Acting for the headteacher can exclude a child
- your child cannot be given fixed period (non-permanent) external exclusions which total more than 45 school days in any one school year
- if your child is externally excluded for longer than two school days, the school will set work for them and mark it
- records are kept by the school of all serious sanctions imposed

The school will call parents on the day any (internal or external) exclusion is given and follow up with a letter or email including information on:

- the period and reason for exclusion
- your duty, during the first five days of any exclusion (as relevant), to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

In the case of a child whose placement is supported by a Statement of Special Educational Needs or EHCP a copy of the letter will be forwarded to the appropriate LA.

SCREENING, SEARCHING and CONFISCATION

We follow the guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (September 2022) which states that "An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made [...]; or
- is evidence in relation to an offence."

This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm or disrupt learning, such as an electronic device; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice.

Furthermore "The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item."

"Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed [below] or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely
- to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images."

"Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed."

This is made clear to staff as part of their induction and to pupils at entry (via Form Staff).

As per the school's policy, any electronic device that is not handed in by a pupil on arrival will be confiscated for the period of 1 week or subject to an alternative agreed sanction.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this, unless superseded by safeguarding procedures.

Items deemed to be banned under school rules include:

- chewing gum
- superfluous electronic devices
- copious amounts of unhealthy snacks i.e. large 'share' or 'family' sized sweets/biscuits
- belongings of high value i.e. expensive jewellery/shoes

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

SERIOUS INCIDENT PROCEDURE

In the case of a serious incident such as fighting, aggressive or threatening language, racism or vandalism (not exhaustive list), the following procedure should be followed:

- Immediately contact the Principal, Head, or the Pastoral Lead.
- Send an email to the Head /Pastoral Lead with the details of the incident.
- Principal, Head, Deputy, SLT or a Pastoral Lead to attend the incident and remove the pupil to a safe place, if the incident has a victim the victim should be attended to appropriately and supervised and/or interviewed.
- Interviews, medical attention and action to be taken at the discretion of the senior staff member in charge.
- Refer to the Exclusions policy for more information on consequences of serious incidents.

Prevention of and Response to Child-on-Child Abuse

Burlington House School Tooting recognises that children can abuse other children and that such behaviour can occur both inside and outside school, including online.

Child-on-child abuse may include bullying, cyberbullying, discriminatory or prejudice-based bullying, physical abuse, sexual violence, sexual harassment, coercive behaviour, harmful sexual behaviour and the sharing of intimate images without consent.

The school adopts a preventative approach through its safeguarding procedures, behaviour curriculum, PSHE and RSHE provision, assemblies, form time and pastoral support. Pupils are taught about respectful relationships, consent, personal boundaries, online safety and how to report concerns.

All allegations and incidents of child-on-child abuse will be taken seriously. Such behaviour will not be dismissed as banter, teasing or a normal part of growing up.

Where a concern is raised:

- Staff must respond promptly, calmly and sensitively.
- The concern must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with the Safeguarding and Child Protection Policy.
- Immediate action will be taken where necessary to protect the safety and welfare of pupils.
- The DSL will consider the needs of all children involved, including those who have experienced harm, those alleged to have caused harm and any witnesses.
- Appropriate safeguarding records, risk assessments and support arrangements will be maintained.
- Parents/carers and external agencies will be involved where appropriate, in accordance with safeguarding requirements.
- Behavioural sanctions may be considered where appropriate, alongside safeguarding, educational, restorative and therapeutic interventions.

Restorative approaches will only be considered where safe and appropriate and will never replace necessary safeguarding action.

The school recognises that pupils with SEND may experience additional vulnerabilities or communication barriers. Appropriate adjustments will be made to ensure that all pupils can report concerns, are listened to and receive suitable support.

Further information is provided in the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy and Online Safety Policy.

Equality, Special Educational Needs and Legal Responsibilities

Burlington House School Tooting is committed to ensuring that its Behaviour Management Policy is implemented fairly, consistently and in accordance with the Equality Act 2010, the Children and Families Act 2014 and relevant safeguarding and SEND requirements.

As a specialist educational setting, the school recognises that pupils may experience difficulties with emotional regulation, communication, sensory processing, social understanding and executive functioning which can influence their behaviour.

The school maintains ambitious expectations for all pupils while recognising that equality does not necessarily mean treating every pupil identically.

Staff must consider individual needs and make reasonable adjustments where appropriate, including adjustments to routines, communication, behaviour support strategies and the implementation of sanctions.

In determining an appropriate response to behaviour, staff will consider:

- The pupil's SEND profile and any relevant Education, Health and Care Plan (EHCP) provision.
- The pupil's communication, sensory and emotional regulation needs.
- Whether behaviour may indicate an unmet need or safeguarding concern.
- Whether reasonable adjustments or additional support could prevent recurrence.
- The proportionality and likely impact of any proposed sanction.

Reasonable adjustments do not remove the school's responsibility to maintain a safe and orderly environment. Instead, they ensure that expectations and responses are appropriate, accessible and non-discriminatory.

Monitoring Equality and Behavioural Outcomes

The school will monitor recorded behaviour incidents, sanctions, exclusions and patterns of concern to evaluate the effectiveness and fairness of its behaviour procedures.

The Pastoral Lead and Senior Leadership Team will review behaviour information to identify recurring concerns, evaluate interventions and consider whether particular pupils or groups are disproportionately affected.

Where patterns of concern are identified, the school will review the relevant circumstances, reasonable adjustments and individual support arrangements.

Monitoring will inform staff training, pastoral planning, therapeutic interventions and ongoing policy review.

The school's approach will remain consistent with its safeguarding duties, SEND provision, Equality Objectives and commitment to promoting the welfare and achievement of all pupils.

SUPPORT

Pupils whose behaviour requires a sanction will also be offered support to help them manage, reflect and learn from what went wrong. This could take the form of:

- Mentoring/coaching
- Counselling
- Restorative work
- Social skills work
- Peer support

There is a system of 'report cards' in use at BHST referred to earlier at (KS3 & 4) used to record adherence to specific academic or behavioural targets. These are designed to track a pupil throughout the day/week where subject teachers provide numerical feedback, which will then be discussed with Form Tutors and/or those i/c of pastoral care. This can include when necessary a uniform report track which may be used in the support of pupils who persistently disregard the uniform policy. Examples follow in the appendix.

Partnership with Parents and Carers

Burlington House School Tooting recognises that effective communication and positive relationships with parents and carers are essential to promoting consistent expectations and supporting pupils' emotional, social and behavioural development.

The school seeks to work collaboratively with families to celebrate achievements, identify emerging concerns and agree appropriate strategies where behavioural difficulties arise.

Positive behaviour and achievements are communicated through the school's bi-weekly newsletter, individual emails, awards, certificates and other school communications.

Where concerns about behaviour arise, parents/carers will be informed in accordance with the school's behaviour procedures. This may include telephone calls, emails, meetings and discussions with Form Tutors, the Pastoral Lead or members of the Senior Leadership Team.

Where appropriate, the school will:

- Share concerns promptly and sensitively.
- Discuss possible reasons for behaviour, including SEND, communication, emotional and environmental factors.
- Agree consistent approaches between home and school.
- Involve relevant pastoral and therapeutic staff.

- Review individual targets and support strategies.
- Monitor progress and maintain communication with parents/carers.

Parents/carers will be informed of significant sanctions, including detentions, lesson exits and suspensions, in accordance with the procedures outlined in this policy.

The school aims to maintain a constructive and solution-focused relationship with families, recognising that effective behaviour support is strengthened through shared understanding and collaborative working.

Working with External Agencies

Where behavioural concerns are persistent, complex or indicate additional safeguarding, emotional, developmental or educational needs, the school may seek advice or support from appropriate external professionals and agencies.

Such involvement may include local authority SEND services, educational psychologists, health professionals, social care services, specialist mental health services or other relevant agencies.

Referrals and information sharing will be coordinated by the appropriate member of the Senior Leadership Team, SENDCO or Designated Safeguarding Lead, depending on the nature of the concern.

External agency involvement will be considered where school-based interventions have not sufficiently addressed identified needs, where specialist assessment or advice is required, or where safeguarding concerns require statutory intervention.

Information will be shared in accordance with safeguarding responsibilities, data protection requirements and relevant statutory guidance.

The purpose of external collaboration is to ensure that pupils and families receive appropriate, coordinated support and that behavioural concerns are addressed in the context of each pupil's wider needs.

Malicious Allegations Against Staff or Pupils

Burlington House School Tooting takes all allegations made by pupils against members of staff or other pupils seriously. Every concern will be considered carefully and managed in accordance with the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

The school recognises the importance of ensuring that pupils feel safe and confident to report concerns. No pupil will be sanctioned simply because an allegation is not substantiated.

Where an allegation is made, appropriate safeguarding procedures will be followed and any necessary investigation or referral will take place before consideration is given to behavioural consequences.

Where an allegation is found, following appropriate investigation, to have been deliberately invented or maliciously made, the Headteacher may consider proportionate action under the Behaviour Management Policy.

Any response will take account of:

- The seriousness and circumstances of the allegation.
- The pupil's age, understanding, SEND and communication needs.
- Any relevant emotional, mental health or safeguarding concerns.
- The impact on the person against whom the allegation was made.
- Whether educational, restorative or therapeutic intervention is appropriate.

Where a pupil has made a deliberately false or malicious allegation, support may still be required to understand the reasons behind the behaviour and prevent recurrence.

The school will also ensure that staff or pupils who have been the subject of an allegation receive appropriate pastoral and wellbeing support.

All records and decisions will be handled confidentially and in accordance with safeguarding and data protection requirements.

APPENDIX

UNIFORM REPORT CARD

Name: _____ Form: _____ Date: _____

Report on: _____

BURLINGTON HOUSE SCHOOL

- **Take your report home each day for parents to sign; Form Tutors/Pastoral Leads will check in the mornings**

FORM TUTORS: Please initial the appropriate number
1 = Limited 2 = Acceptable 3 = Good 4 = Excellent

Daily uniform:			Uniform					Sports/PE Kit:
Burlington House School jumper		Monday AM	1	2	3	4		Burlington House School PE shirt
Burlington House School blazer		Monday PM	1	2	3	4		Burlington House School Tracksuit
Blue school shirts		Tuesday AM	1	2	3	4		Burlington House School PE shorts or skirt
Grey trousers or skirt		Tuesday PM	1	2	3	4		Sports trainers (not canvas shoes)
Plain grey, black or white socks (or grey or black tights		Wednesday AM	1	2	3	4		
Black shoes (no high heels; no branding)		Wednesday PM	1	2	3	4		
		Thursday AM	1	2	3	4		
		Thursday PM	1	2	3	4		
		Friday AM	1	2	3	4		
		Friday PM	1	2	3	4		
		Parent Initial	M	T	W	T	F	

Pastoral Lead Signature:

Target achieved? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____

EFFORT & BEHAVIOUR REPORT CARD

Name: _____ Form: _____ Date: _____

Report on: _____

BURLINGTON HOUSE SCHOOL

- **Take your report home each day for parents to sign; Form Tutors/Pastoral Leads will check in the mornings**

TEACHERS: Please initial the appropriate number
1 = Limited 2 = Acceptable 3 = Good 4 = Excellent

	Monday				Tuesday				Wednesday				Thursday				Friday			
P1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Lunch	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Break 3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
P7	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Form Tutor																				
Parent																				

Pastoral Lead Signature:

Target achieved? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____

PUNCTUALITY REPORT CARD

Name: _____ Form:_____

Date: _____

TEACHERS: Please initial the appropriate box, and state the number of minutes late (if appropriate)

- **Report to Form Tutor at the end of School before going home for a signature**
- **If Form Teacher is not in, then your Pastoral Lead will sign**
- **Your Parent needs to sign also**

	Monday		Tuesday		Wednesday		Thursday		Friday	
AM Reg	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P1	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P2	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P3	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P4	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P5	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
PM Reg	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P6	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
P7	On time	Late	On time	Late	On time	Late	On time	Late	On time	Late
Form Tutor										
Parent										

Pastoral Lead Signature:

Has the pupil achieved success for the duration of the week? YES / NO

Should the pupil continue on report? YES / NO If so, for how long? _____